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Abstract

The present study addresses the effective investment of leisure time as a prevention of withdrawal from school, in the light of an experiment undertaken by the Moroccan League for the Protection of Children in Morocco, on behalf of the UNICEF, on children's clubs. This study proposes practical ways for generalizing this experience all over the Arab world. It outlines the lessons and conclusions drawn from the Moroccan experience regarding the importance of planning children's leisure time, especially children who do not have access to adequate schooling.

My paper outlines the experiment undertaken in Morocco and it defines and describes the experience of Moroccan children in children's clubs. It also addresses the controversial issue of "leisure time" which, in my view, is still under-discussed in the Arab world. My paper makes a case for the importance of helping a child in the management of his leisure time as a contribution to his successful schooling. It underlines the role of the family in building up two different patterns that can affect the schooling process: a successful schooling pattern, and an unsuccessful schooling pattern. It argues that laziness is not a personality related problem, but is rather a symptom and outcome of the child's failure to manage his time. Hence a child's failure to distinguish between school time, family time, leisure-time, and so on – and thereby, his failure to successfully manage time to the advantage of his schooling process.

The study concludes with the proposal of a methodology whereby this experiment can be replicated in the Arab world. It proposes practical guidelines on how the family is to assist the child to the advantage of his successful schooling and the prevention of withdrawal from school. It highlights the importance of the implementation of children's rights, and the role of bringing the question of children's rights to the attention of the social environment, and the way this bears upon successful schooling.

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